

U. S. Department of Education
Office of Vocational and Adult Education

**The Carl D. Perkins
Career and Technical Education Act of 2006**

STATE PLAN COVER PAGE

State Name: Missouri

Eligible Agency Submitting Plan on Behalf of State:

Department of Elementary and Secondary Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: _____

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Type of State Plan Submission (check one):

☐ 6-Year Full Plan – FY 2007 – FY 2013

☒ 1-Year Transition Plan – FY 2007-2008

Special Features of State Plan Submission (check all that apply):

☒ Unified - Secondary and Postsecondary

☐ Unified - Postsecondary Only

☐ Title I only (*All Title II funds have been consolidated under Title I*)

☒ Title I and Title II

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PART A: STATE PLAN NARRATIVE

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

Missouri is submitting a transition plan for July 1, 2007 through June 30, 2008. In accordance with the State Plan Guidelines, this section will be completed and submitted with the Final Plan in April 2008.

A. Statutory Requirements

- 1. The eligible agency shall conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]**

NOT REQUIRED FOR TRANSITION PLAN

- 2. A summary of the above recommendations and the eligible agency's response to such recommendations in the State plan. [Sec. 122(a)(3)]**

NOT REQUIRED FOR TRANSITION PLAN

- 3. The eligible agency shall develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]**

NOT REQUIRED FOR TRANSITION PLAN

- 4. The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]**

NOT REQUIRED FOR TRANSITION PLAN

5. The eligible agency shall develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State plan that you submit to the Secretary. [Sec. 122(e)(3)]

NOT REQUIRED FOR TRANSITION PLAN

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. **The eligible agency must prepare and submit to the Secretary a State plan for a 6-year period; or**

The eligible agency may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]

Missouri is submitting a Transition Plan for the first year of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-270. The Transition Plan covers Fiscal Year 2008; July 1, 2007 through June 30, 2008.

2. **Describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance.**
 - (a) **Describe the career and technical education programs of study, which may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that:**
 - (i) **incorporate secondary education and postsecondary education elements;**
 - (ii) **include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**
 - (iii) **may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**
 - (iv) **lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;**

During the transition period, Missouri will prepare a framework and process for secondary and postsecondary education to develop programs of study. The framework will include a full range of activities, documents, and processes that can be incorporated across the state at the local level. Each Program of Study will include a three-part curriculum framework built around a 4 + 2 (+2) articulation model.

Secondary

- Career and technical education course competency alignment to the Missouri Show-Me Standards and Grade Level Expectations
- Courses meeting postsecondary (both 2-year and 4-year college) entrance requirements appropriate for the career field within the overall program of study

- Academic and career and technical education foundation knowledge and skills validated by Missouri industry advisory councils
- Opportunities for students to earn college credit through dual credit/articulated credit
- Opportunities for students to earn or make documentable progress toward an industry-recognized credential or certificate, if appropriate
- Opportunities for students to engage in leadership development through the appropriate Career and Technical Student Organization (CTSO)
- Work-based learning experiences for students as early as 9th grade, and where appropriate

Postsecondary:

- Alignment and/or articulation of competencies between appropriate secondary programs
- Alignment and/or articulation of competencies between one-year certificate, two-year degree, and four-year degree programs
- Alignment with industry-recognized knowledge and skills, which leads to a certificate, credential, two-year or four-year degree
- Preparation for employment in high-skill, high-wage, and/or high-demand careers with multiple exit points

Business and Industry:

- Work-based learning experiences for students as early as 9th grade, and where appropriate
- Business and industry participation in an advisory capacity
- Provides ongoing support for the programs of study, such as teacher mentoring for industry-specific knowledge, assisting with student projects, and relevant experiences that are based upon all aspects of the industry

In addition to the above criteria, each eligible recipient will show evidence of the following in developing at least one program of study that includes:

- Collaborative efforts with secondary, postsecondary, and business/industry in preparing a gap analysis between course/program outcomes or competencies and industry-recognized knowledge and skills
- Steps taken to address any gaps found
- Comprehensive student career guidance and counseling
- Development of a culture focused on continuous improvement by:
 - Collecting qualitative and quantitative data on academic and career success, retention rates, dropouts, graduation, transition, and remediation
 - Using data for planning and decision-making at all levels
 - Providing high-quality professional development for faculty, administrators, and counselors to improve teaching/learning and integration of technical and academic instruction for improved student achievement
 - Maintaining ongoing dialogue among secondary, postsecondary, business, and parent partners at the state and local levels

(b) Describe how the eligible agency, in consultation with eligible recipients, how the state will develop and implement the career and technical programs of study described in (a) above;

The Division of Career Education began developing programs of study in September 2006. The Programs of Study will be designed around the 16 career Clusters as defined by the States' Career Clusters Initiative. Division of Career Education staff members have been designated as state career cluster leaders.

The major steps for development are:

- A broad range of trade associations and professionals representing Missouri business and industry were asked to validate the knowledge and skills for all 16 Career Clusters and 81 Career Pathways through an online survey. Over 700 individuals responded to the online validation process that was operational from November 20, 2006 through January 8, 2007.
- A statewide meeting was held on January 25, 2007 with the Industry Advisory Council representatives of the 16 Career Clusters and most of the 81 Career Pathways. The Industry Advisory Councils reviewed and validated the foundation and pathway knowledge and skill statements; reviewed the results from the online validation process; considered needs and expectations at the middle school, high school, and postsecondary grade levels; identified gaps and overlaps; and explored industry credentials and other certifications. The Industry Advisory Councils will reconvene to review the work of the Educator Advisory Councils.

Educator advisory councils will be formed for each of the 16 Career Clusters. The educator advisory councils will be made up of secondary and postsecondary academic and career education teachers; secondary and postsecondary guidance counselors; secondary and postsecondary administrators; teacher educators; and Tech Prep coordinators.

- Based on the feedback from the Industry Advisory Councils and state composition of educator councils, career cluster leaders, the Missouri Center for Career Education (MCCE—see page 23) and local Educator Advisory Councils will be conducting a pilot process to align the Career Cluster foundation and pathway knowledge and skill statements with local education agencies competencies. This pilot will be done with one pathway (fields in Missouri) from both Agriculture, Food and Natural Resources, and Health Science. Involved in the pilot will be a comprehensive high school, area career center, community college, and a four-year university. A gap analysis will be done to determine a coherent sequence of courses linking the knowledge and skill statements. The process for developing these two Programs of Study will be documented and shared with all of the state cluster leaders for replication.

The review of the pilot process and example programs of study will occur at the following conferences and professional development events:

- Missouri Association for Career and Technical Education (MoACTE) Summer Conference
- Missouri Council of Career and Technical Administrators (MCCTA)/Missouri Association of Secondary School Principals (MASSP) Fall Conference

- Building Bridges Conference that includes Tech Prep, *High Schools That Work*, and A+ Schools
 - Missouri School Counselors Association (MSCA) Fall Conference
 - Missouri Community College Association
 - Tech Prep Consortia
 - Other appropriate program-specific statewide and regional fall conferences
- Additionally, the pilot process will assist the state in identifying technology that may be used in aligning and developing Programs of Study, creating a centralized method of communicating common course outcomes, reducing postsecondary remediation, streamlining statewide articulation efforts, and developing end-of-course assessments.

Information and feedback regarding the pilot process and example Programs of Study will be facilitated through the Division of Career Education's website and updates through news bulletins, memorandums, and meetings with Missouri education organizations. Industry advisory council members that participated in the knowledge and skill validation will be given the opportunity to review and comment on the example Programs of Study.

(c) Describe how the eligible agency will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions.

Over the last several years, comprehensive high schools, area career centers, and community colleges established articulation agreements to assist students in continuing their education. All secondary career education programs are required to have at least one articulation agreement/dual credit arrangement with a postsecondary institution. This is emphasized as part of the Missouri School Improvement Program, which is the accreditation process for all public school districts in Missouri. Articulation agreements provide a systematic, seamless student transition process from secondary to postsecondary (community colleges) education that maximizes the use of resources and minimizes content duplication.

Traditionally, the emphasis with articulation agreements has been to provide students with as many hours of college credit as possible. The articulation agreements for the same program have varied from one postsecondary institution to another. For instance, the number of hours of credit given, the criteria for awarding the credit, and when students receive the credit for a particular program may be 15 hours at one postsecondary institution and 30 hours at another. Therefore, it was suggested by both secondary and postsecondary career-technical education administrators to establish criteria for statewide articulation agreements that demonstrate what students know and are able to do.

Advisory committees were established in 2005-06 with secondary and postsecondary instructors, community college admissions representatives, community college presidents, and the Missouri Department of Higher Education to determine criteria for statewide articulation agreements. The groups determined the best course of action is to start with the career education programs that have a national certification/credential which include program competencies and end-of-course/program assessments. The goal in establishing the statewide articulation agreements is to set a minimum

number of credits that would be granted to a student rather than trying to establish a maximum amount of credit.

Statewide articulation agreements have been developed and approved by the State Board of Education. These articulation agreements are:

- Construction/Carpentry/Building Trades – programs accredited by the Associated General Contractors (AGC) of America or National Center for Construction Education and Research (NCCER)
- Culinary Arts/Hospitality – programs accredited by the American Culinary Federation (ACF) or National Restaurant Association Education Foundation (NRAEF) ProStart®
- Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC-R) – programs accredited by the Partnership for Air Conditioning, Heating, Refrigeration Accreditation (PAHRA) or HVAC Excellence
- Welding – programs accredited by the American Welding Society (AWS) Schools Excelling through National Skills Education (SENSE)
- Automotive Technology – programs accredited by National Automotive Technology Education Foundation (NATEF)/Automotive Service Excellence (ASE)
- Cisco Networking Academy – programs that participate in the Cisco Networking Academy program

During the transition year, a process will be developed where each statewide articulation agreement will be evaluated annually for student use and student success in the program at the postsecondary level as a result of taking advantage of the articulation agreement. In addition to these statewide articulation agreements, additional program areas that have some type of national certification or accreditation are being pursued, such as Childcare and Graphic Arts/Communications.

(d) Describe how programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients.

In conjunction with MCCE, the Division of Career Education will develop the process for local development of Programs of Study. This process will then be transferred to the local level through a number of professional development opportunities wherein eligible recipients become familiar with Programs of Study and the strategies for implementation. These professional development opportunities include, but are not limited to:

- The annual summer conference of the Missouri Association for Career and Technical Education (MoACTE), in which presentations on the Programs of Study will be conducted by Division staff at their individual professional organization meetings.
- The Division, in conjunction with the MCCE and the Oklahoma Department of Career and Technology Education, is developing a career clusters toolkit. The purpose of the toolkit is to familiarize teachers, counselors, and administrators about career clusters and provide them with strategies for implementation.

- Guidance and Placement staff from the Division will include the Programs of Study as part of the Regional Guidance In-service meetings that are conducted in the fall of the school year.
- The Comprehensive Guidance Program includes individual planning as part of its delivery system. The individual planning process is focused around students making a “personal plan of study” that is focused on a career path and/or career cluster. The programs of study will be used as the guide for developing each student’s personal plan of study.
- Schools will be encouraged to include sample programs of study as a part of their course guides that are developed each year as part of the registration process.
- A special section featuring the sample programs of study will be placed on the newly developed Missouri Connections Web site. Missouri, Kansas, Nebraska, and South Carolina have partnered in a one-of-a-kind collaborative effort to develop an Internet-based one-stop shop for career planning, development, and management. In Missouri, the Web-based system is called Missouri Connections and integrates the efforts of the Departments of Elementary and Secondary Education (representatives from career and technical education, adult education and literacy, and vocational rehabilitation); Higher Education; Corrections; and Economic Development (representatives from workforce development and Missouri Economic Research and Information Center [MERIC]).

The states have worked together to find a common goal in a system that reduces duplication of effort and expense. This unique approach is allowing the four states to collaborate around common objectives and shared technology infrastructure, yet allows for each system to be customized and address solutions at a localized level.

Missouri is using its incentive grant funds received for exceeding the agreed-upon performance levels for WIA Title I, the Adult Education and Family Literacy Act and the Carl D. Perkins Vocational and Technical Education Act, to pay for the development of the Web-based system.

- Teacher and counselor educators will be a part of the development of the sample programs of study. However, in order to get the concept out on a broader scale, a special in-service will be held to inform them of the transition to programs of study. Time will be spent during the in-service to discuss strategies to incorporate programs of study in their work with students.
- Professional development and technical assistance provided by MCCE on programs of study implementation.

- (e) **Describe the secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by the eligible agency, to develop, improve, and expand access to appropriate technology in career and technical education programs.**

The Missouri career education system provides statewide local delivery of services through 12 community college service regions (which in some cases may include multiple community college campuses), 58 area career centers, 1 state technical college, 7 four-year universities offering two-year associate degree programs, and 442 comprehensive high schools. In addition, the system includes two state agencies, the Department of Corrections and the Department of Social Services, Division of Youth Services.

Career education programs operated by local educational agencies that receive state and/or federal funds are approved by the Department of Elementary and Secondary Education. Local educational agencies are required to submit program applications based on the *Application for Approval of Career Education Programs*

http://dese.mo.gov/divcareered/Forms/Application_for_Approval_of_Career_Education_Programs.pdf.

Postsecondary program applications are first approved by the Department of Higher Education, then submitted to the Department of Elementary and Secondary Education for final approval to be eligible for Perkins funding. These local educational agencies deliver career education instruction in the following eight program areas:

1. Agricultural Education – Agricultural Education prepares secondary, postsecondary, and adult students for a variety of careers and advanced college or technical training in the Agriculture, Food and Natural Resources System. Career opportunities for students range from positions in agribusiness, food science, agricultural mechanics and technology, plant science and horticulture, animal science, and natural resources conservation. Programs of Study are delivered by the following: four-year "cluster" programs at comprehensive high schools and area career centers; two-year community college "specific" programs; and "supplemental" and "specific" adult education in high schools, area career centers, and community colleges.
2. Business Education – Business Education is a vital part of our American educational system and has provided a solid foundation of knowledge and skills for over a century. Business education is education *for* and *about* business. Education *about* business means preparing all learners for the various roles they will play as economically literate citizens. Education *for* business means building on these general understandings about business in a way that prepares learners to be employed in a variety of careers. These two major thrusts continue as essential components in all business education environments and enable individuals to:
 - participate in a global economic system;
 - function in domestic and international business environments that are characterized by diversity;
 - develop information technology skills for creating and managing information and making decisions; and
 - integrate business concepts and skills with other academic knowledge.

3. Family and Consumer Sciences Education (FCS) – Family and Consumer Sciences Education prepares students for essential employment and balancing work and family responsibilities. Included in the first piece of vocational legislation, the Smith-Hughes Act of 1917, Family and Consumer Sciences is concerned with the work of the family-the recurring, practical problems of home and family and preparing students for work. The critical elements of study, family, human development, interpersonal relationships, parenting, nutrition and wellness, and family and consumer resources are appropriate for all students. FCS contributes to the preparation of workers in nearly one-third of the occupations in Missouri. Students can prepare for virtually hundreds of current and emerging careers in fields such as dietetics, interior design, hospitality, fashion, food service, education, consumer services, and family and children services.
4. Health Sciences – The comprehensive Health Sciences program seeks to meet present and predicted needs for health care workers within a health care delivery system characterized by diversity and changing technologies. It is a program that recruits qualified and motivated students and prepares them for pursuit of appropriate health careers. Based on natural and social sciences, the humanities, and a researched body of knowledge, the curriculum is designed to offer a foundation of knowledge and skills necessary to health career preparation. Curriculum concepts incorporate technological advances related to the health care delivery system, including ethics, professionalism, prevention (wellness), patient/client diagnosis, treatment, care, and rehabilitation as a result of disease/disorders. Teaching/learning strategies integrate appropriate workplace basic skills that assist students to use resources and technologies, function as effective members within a complex system, and to access and use appropriate information/data. Guiding students to make relevant connections between abstract theories and concrete applications is emphasized throughout the curriculum. This is especially practiced through team teaching with health professionals and on-site practicum experiences (mentorship/internships).
5. Marketing Education – The Marketing curriculum provides the framework for implementation of marketing and business concepts for the future entrepreneur, retailer, event planner, banker, physician, lawyer, and sales professional. Whether a student has aspirations of entering a career upon high school graduation or is intent on seeking an Associate Degree, Bachelors Degree, or maybe even an MBA, the skill set gained as a result of mastering the curriculum will be a key ingredient to a successful career.
6. Cooperative Career Education – Cooperative Career Education programs are designed to equip students with the essential skills for career planning and advancement. Participants in this program may have a cross-section of career interests; however, there are strategies common to all occupations regarding career planning and advancement. Full group, small group, and individualized instructional strategies are utilized to assist students in mastering both occupationally-specific and career development competencies.
7. Technology Education – Technology Education is the school subject that teaches about the processes used to design, create, and maintain the human-made world. Technological studies, design, innovation, and pre-engineering are other terms used to describe this subject area. The overarching mission of Technology Education as a school program is to develop the human potential of all students for responsible work, citizenship, and leisure roles in a technological society. To accomplish this, programs must address each of its three primary missions, namely to develop each person's:

- Ability to comprehend and apply the concepts of technological systems
- Values and attitudes related to the appropriate use of technology—its tools, machines, materials, processes, and products
- Ability to use materials, technological processes, and hardware to achieve constructive work skills and enhance occupational opportunity

Technology Education draws its content from the entire range of technological endeavors, not just industry. Content is also selected by identifying the competencies individuals need to effectively use the products of a technological society. The educational program known as Technology Education derives its content, i.e. the subject matter it teaches, from technology, and not just industry. It is considered to be a body of knowledge or a discipline.

8. Trade and Industrial Education – Trade and Industrial Education programs in Missouri are designed to prepare secondary and postsecondary students for rewarding careers in high-demand, high-wage careers. Instruction is also offered through short-term adult education programs to meet the needs of local labor markets. Trade and Industrial students participate in instructional units that educate them in standardized industry processes related to: concepts, layout, design, materials, production, assembly, quality control, maintenance, troubleshooting, construction, repair and service of industrial, and commercial and residential goods and products.

Trade and Industrial Education provides students with opportunities for advancement in a wide range of trade and industrial occupations. Completers are prepared for initial employment, further education at the community college, university, apprenticeship program, trade school, military, and/or business ownership. Career options include: commercial and artistic design and production, computer maintenance and networking, construction, cosmetology, culinary arts, engineering, industrial, public service/law enforcement, and transportation systems technologies.

A balanced program of classroom study and practical work experiences produces competent workers who can manage resources, work cooperatively, organize and use information, understand complex systems, and apply appropriate technology. Cooperative education, internship, and apprenticeship experiences are available to students to support their learning through the Trade and Industrial Education program.

Additional programs that support the development, improvement, and expansion of student skills in Missouri in career education programs are:

- Project Lead the Way® (PLTW) –A sequence of courses, combined with traditional college-preparatory mathematics and science courses. It introduces students to the scope, rigor, and discipline of engineering prior to their postsecondary experiences. The program merges academic theory with skills application, critical thinking, and problem-solving resulting in high student performance.
- PLTW Biomedical Sciences Program – The PLTW Biomedical Sciences program consists of a sequence of four courses: Principles of the Biomedical Sciences, Human Body Systems, Medical Intervention, and Scientific Research. The goal of the program is to provide rigorous and relevant curriculum that is project- and problem-based in order to engage and prepare high

school students for the postsecondary education and training necessary for success in the wide variety of careers associated with the Biomedical Sciences including physician, nurse, veterinarian, scientific and pharmaceutical researcher, therapist, and technician.

Missouri is partnering with Oklahoma, Maryland, Indiana, South Carolina, Connecticut, and Ohio to develop the PLTW Biomedical Science Program. The state is using its incentive grant funding to support this initiative. Five Missouri high schools will pilot the program in 2007-08.

- Missouri Virtual Instructional Program (MoVIP) – Beginning with the 2007-08 school year, students in Missouri’s public, private, and home schools will have coursework available through MoVIP. MoVIP offers online courses to students 24 hours a day, 7 days a week. Three courses in career and technical education will be offered during the first year of implementation: Nutrition and Wellness (FCS), Web Design (Business Education), and Personal Finance (Business Education or FCS). A complete list of courses being offered through MoVIP can be found at <http://www.dese.mo.gov/divimprove/curriculum/movip/index.html>.
- Cisco Networking Academies – The Cisco Networking Academy Program is a comprehensive e-learning program that provides students with the Internet technology skills essential in a global economy. The Networking Academy delivers web-based content, online assessment, student performance tracking, hands-on labs, instructor training and support, and preparation for industry standard certifications. Missouri currently has 5 regional academies and 69 local academies.
- ProStart® –The Missouri ProStart program teaches both culinary essentials and basic foodservice management skills, preparing students to fill the need for skilled managers within the hospitality industry. Students gain a broad range of industry skills and experience to prepare them to enter the job market directly after high school or to continue to postsecondary education. Through this two-year program, students learn through classroom experiences, as well as through participation in internships with qualified foodservice operations and mentors.

Missouri ProStart is overseen by a coordinator employed by the Missouri Restaurant Association. The coordinator recruits new schools into the program, plans and provides inservice for instructors, and provides ongoing technical assistance as needed. In the fall of 2006, 1,712 Missouri students were enrolled in the program, representing 49 schools.
- Automotive Youth Educational Systems (AYES) – AYES is a partnership among participating automotive manufacturers, participating dealers, and selected high schools and area career centers. It is designed to encourage young people to consider careers in retail automotive service, and to prepare them for entry-level career positions or advanced studies in automotive technology.
- Melior – Developed by Melior, the Web-based automotive technology curriculum is designed for local career education programs. The program supports an instructor’s curriculum with self-paced textual resources, interactive visual exercises, and incremental quizzes and tests. These modules include all of the basic concepts to provide a solid foundation for ensuing laboratory work and practice. The online material can be accessed by the student on a 24/7 basis. Instructional content supports ASE certification for students.

There are two state funding sources to provide equipment for secondary and postsecondary programs to upgrade and enhance technology in the classrooms:

1. Vocational-Technical Education Enhancement Grant – Funds made available through this grant focuses on the initiation of new and the improvement of existing occupational preparatory career education programs, curriculum enhancement, instructional equipment and facility improvement, particularly in high-demand occupations. The goal is to expand and enhance the quality of Missouri's occupational preparatory (long-term) career education programs through the improved alignment with business and industry occupational training needs, and increase emphasis on training in occupations that have been determined to be in critical shortage.
2. 50/50 Equipment – A small amount of match money will be available to eligible recipients to purchase new equipment and upgrade existing equipment so that the training equipment used in career education programs closely mirrors that of the equipment used in business and industry.

All public school districts in Missouri are required to have a State-approved technology plan. This plan must be tied to school improvement plans; address all seven technology focus areas of student learning, teacher preparation, administration, data management, communications, resource distribution, and technical support; include district participation in the e-rate program; and participate in projects of the Missouri Research and Education Network (MOREnet), which provides Internet connectivity, access to Internet2, technical support, videoconferencing services and training to Missouri's K-12 schools, colleges and universities, public libraries, health care, state government and other affiliated organizations. The district technology plan requirement aligns with the required uses of funds as per section 135 (4)(A)(B).

- (f) Describe the criteria that the eligible agency will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will:**
- i. Promote continuous improvement in academic achievement;**
 - ii. Promote continuous improvement of technical skill attainment; and**
 - iii. Identify and address current or emerging occupational opportunities.**

The Division will develop a local application that eligible recipients can use when preparing their local five-year plan for submission and approval by the State. The local plan will address all items listed in the Carl D. Perkins Career and Technical Education Improvement Act of 2006 under section 134(b)(1)-(12). Special emphasis will be placed on the implementation of at least one Program of Study and the focus on integration of academic and career and technical education. A scoring rubric will be developed that will serve as a guide to review and approve local plans.

In subsequent years, each eligible recipient will be required to submit a local application. The local application will include an improvement plan for each performance indicator that was not within 90% of the final agreed upon level of performance; a description of how the funds will be used to address those items in the improvement plan; and a detailed budget summary.

During the transition year (2007-08 school year), eligible recipients will continue to use the current Perkins on-line application. This is a result of our Department's information technology section not being able to make the necessary changes/updates to the current on-line application in a timely manner. See Appendix A for a copy of the application.

The Department of Elementary and Secondary Education is in the process of developing a Department-wide grant application, which will include the Perkins grant. The purpose of this project is to create a seamless planning and e-grants process for school districts, other educational institutions, and the Department so there is a comprehensive plan and consistent application process to provide information for budgets and school improvement planning. The goals of the project include:

- A cross-divisional planning process that meets State and Federal requirements.
- A consolidated grant application process that integrates with the planning process to ensure the budget supports the plan and integrates with the allocation and payment of funds.

(g) Describe how programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma.

As described in (e) on page 12 of this document, Missouri offers a wide range of secondary career education programs in 442 comprehensive high schools and 58 area career centers. Career and technical education is an integral part of the educational program in all of these schools. This is determined by the standards set forth in the Missouri School Improvement Program (MSIP), the state's school accreditation program.

In addition to the standards and indicators in MSIP, the *Common Standards for Career Education Programs* http://dese.mo.gov/divcareered/Common_Program_Standards.pdf were developed during Fiscal Year 2006 with input from teachers and administrators. The standards and indicators are designed to provide guidance and direction to local school districts in establishing, improving, and evaluating career education programs.

As part of the MSIP process, the Division of Career Education requires all career education programs to complete the *Report for Local Program Quality Improvement* <http://dese.mo.gov/divcareered/msip.htm>. The *Report for Local Program Quality Improvement* serves as a tool for school districts to use for program improvement and planning. Aligned with the *Common Standards for Career Education Programs*, the report is used to review local career education programs to determine where exemplary programs and activities exist and where improvements should be made. Findings from the report are used in the district's Comprehensive School Improvement Plan (CSIP) for career education program improvement.

Beginning with the graduating class of 2010, the minimum number of credits for graduation will be 24, up from 22 units. The new graduation requirements place more emphasis on core academic areas. The increased requirements were made by the State Board of Education in response to concerns expressed by both the business community and higher education about the lack of adequate preparation of Missouri's high school graduates for either the workplace or postsecondary education.

Some of the programs and practices currently in place to assist in preparing career and technical education students to graduate from a secondary school with a diploma include:

- Curriculum

All career education programs are expected to have a curriculum guide for each course that is offered by the school district. Each written curriculum guide should include the following components:

- Rationale
- Course description
- Graduate goals
- Measurable learner objectives
- Instructional activities
- Assessments (including performance-based assessments)
- Alignment to Missouri Show-Me Standards and Grade-Level Expectations (GLEs)
- Approval by the local board of education

- Competency Profiles

Competency profiles have been developed by the Division of Career Education and the Missouri Center for Career Education (MCCE) for virtually all career education programs and courses. Each profile was developed with input from practicing career educators and related business and industry representatives. The competency profiles have measurable learner objectives (MLOs) and task statements for career educators to use as a guide to develop their local curriculum. Most of the competencies have been aligned with the Missouri Show-Me Standards, as well as any applicable national standards. The State anticipates that many of the competency profiles will be revised to reflect the development of Programs of Study. Additional competency profiles may need to be developed for new courses.

Missouri competency profiles and their corresponding crosswalk document (where available) can be found at <http://missouricareereducation.org/curr/comppro.html>.

- Embedded Credit

Embedded credit has recently become more widely recognized as a way for students to complete both a rigorous core of academic and technical coursework. In addition, embedded credit offers an efficient solution for schools and students to meet the increased graduation requirements.

There are two objectives for implementing embedded credit:

- Ensure Missouri students have continued opportunities to take a rigorous academic core and career and technical education course(s).
- Prepare students for college and a career by improving their academic achievement and reducing the dropout rate.

These two objectives are specifically relevant to the accountability requirements of the Missouri School Improvement Program (MSIP) and Perkins.

In order to assist Missouri schools with creating embedded credit opportunities for students, an Embedded Credit Toolkit is available. The toolkit, developed by MCCE, documents the practices and observations of those who have been involved in embedded credit to date. The toolkit is intended to save educators time during the steep learning curve from exploration to

implementation. The toolkit is available at <http://missouricareereducation.org/curr/cmd/adminG/EmbeddedCredit/index.html>.

Beginning in July 2007, MCCE will initiate activities to further support embedded credit as an alternative to traditional methods of earning/awarding high school credit. Since developing the Embedded Credit Toolkit, a number of additional embedded credit models have evolved; refinements have been made in the Department's application and documentation processes; and other strategies and tips for successful implementation have been identified. MCCE will document and incorporate these developments into an updated version of the original toolkit.

Performance expectations are integral to effective embedded credit practice, and assessment of student mastery is an essential measure of accountability, not only for the benefit of the embedded credit program, but for participating schools and the students they serve. Because assessment is recognized as a significant component to the process but was not addressed originally, a section pertaining to the development of performance expectations and student assessment will also be included in the updated toolkit.

It has become evident in recent months that the first steps in implementing embedded credit courses are in many instances the most difficult. Development and effective implementation depend heavily on early and extensive communications among all parties involved. To facilitate initial collaboration, MCCE will provide technical assistance to aid school districts that are pursuing embedded credit options. Assistance will be designed to address how to begin conversations; maintain open, collaborative dialogue; address challenging questions and concerns, as well as other topics necessary to support embedded credit success.

- Programs of Study and Personal Plans of Study

A requirement of Perkins IV is that school districts will create programs of study around career clusters which will include a non-duplicative sequence of academic and technical education instruction, comprehensive career guidance and counseling, linkages to postsecondary opportunities, and workplace learning opportunities, among others.

Students will have the opportunity to build their own personal plan of study, the foundation of which will be the program of study within their identified career cluster. Through comprehensive career guidance and counseling, the personal plan of study will reflect the coursework needed to complete the program of study including state and local graduation requirements, grade appropriate work-based opportunities and relevant co-curricular activities in which the students will engage. Such activities may include but are not limited to job shadowing, service learning, internships, volunteer activities, after school employment, and career and technical student organization activities. The personal plan of study will further reflect the postsecondary goals of the student which will be reviewed annually and revised as necessary. The Missouri School Improvement Program requires that all students have a personal plan of study built around a career path and/or cluster beginning no later than the end of eighth grade.

- Career and Technical Student Organizations (CTSOs)
CTSOs are an integral part of career and technical education. Ten secondary, postsecondary, and adult career and technical student organizations exist and are supported within Missouri. More than 71,000 students participate annually in CTSOs. Students are provided with leadership development opportunities relating to their career interests. Such leadership and career development includes: co-curricular instruction and application of program curricula to individual and group activities/projects; local/district/regional/state/national leadership conferences and workshops; competitive/skill events; community service opportunities; and individual or group recognition activities involving problem-solving and team work. Special populations and nontraditional students are encouraged to participate in these leadership organizations.
- Missouri Option Program
The Missouri Option Program is designed to target students who have the capabilities to complete Missouri high school graduation requirements, but for a variety of reasons lack the credits needed to graduate with their class and are at risk of leaving school without a high school diploma. The Missouri Option Program specifically targets those students who are 17 years of age or older and are at least one year behind their cohort group or for other significant reasons identified in the local Missouri Option Program plan. School districts approved by the Department of Elementary and Secondary Education to participate in the Missouri Option Program can continue to receive average daily attendance funds for the participating students. Additionally, students will remain in school and are not counted as dropouts. Once the school district issues a diploma, participants are then counted as high school graduates. Information on the Missouri Option program can be found at http://dese.mo.gov/divcareered/Missouri_option.htm.
- Career Education Area Technical Learning Centers
The Career Education Area Technical Learning Center program assists local educational agencies in developing, implementing, and operating programs designed to prevent students from leaving school without a diploma and to encourage those who have left early to return and complete their education. The Career Education Area Technical Learning Center program specifically targets special population students as identified in the Act, with emphasis on those students that are one-half or one full credit behind their cohort group. The program includes career awareness activities and the opportunity for enrollment into a career skill training program.

Activities that may be provided for individuals include counseling services to assist students to make decisions and adjustments that allow them to reach their full potential. Students are helped to identify careers that most appropriately fit interests and abilities and instruction is provided in:

- workplace readiness;
- assessment that includes evaluation of prior and current skills, knowledge, and interests through educational and occupational assessments; and
- basic skills instruction through the use of applied curriculum materials and individualized instruction.

- Ready to Work Certificate

In 2006, the General Assembly passed and Governor Matt Blunt signed Senate Bill 894 directing the Department of Elementary and Secondary Education to develop a “ready to work” endorsement program that enables high schools to endorse a certificate for students who meet certain standards to demonstrate they are deemed “ready to work.” The voluntary program is to include, but not limited to academic components, work-readiness components, assessment tools and techniques for a third-party, independent, and objective assessment; and easily identifiable guarantee to potential employers that the high school senior is ready to work.

Representatives from workforce development, employers, students, career center providers, local workforce investment boards, and school district personnel are assisting in developing the standards. The voluntary and unfunded program is to be available no later than June 30, 2007.

- Missouri Virtual Instructional Program (MoVIP)

Beginning with the 2007-08 school year, students in Missouri’s public, private, and home schools will have coursework available through MoVIP. MoVIP offers online courses to students 24 hours a day, 7 days a week. Three courses in career and technical education will be offered during the first year of implementation: Nutrition and Wellness (FCS), Web Design (Business Education), and Personal Finance (Business Education or FCS). A complete list of courses being offered through MoVIP can be found at <http://www.dese.mo.gov/divimprove/curriculum/movip/index.html>.

- (h) **Describe how programs at the secondary level will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry in high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;**

In addition to the programs and services described in (g) above, the following programs and services will be made available or are in the process of development:

- Comprehensive Guidance Program

The Comprehensive Guidance Program provides a framework designed to assist students in acquiring and using life-long learning skills through the development of academic, career, and personal/social skills. It is developmental by design and includes sequential activities organized and implemented by certified school counselors, with the active support of teachers, administrators, students, and parents. The Comprehensive Guidance Program is designed to serve all students in grades K-14.

One of the purposes of the Guidance Program is to assist students to make informed educational and career decisions. Guidance programs in Missouri provide the resources and materials needed to ensure the process unfolds in a systematic, comprehensive manner. They are integral parts of each school's total educational program designed to support, facilitate, and encourage the academic, career, and personal social development of all students.

The Guidance and Placement System provides a uniform, yet flexible, set of standards and components for guidance and placement in area career centers. These components focus on services to students and provides for accountability and program improvement.

- Articulation Agreements/Dual Credit Arrangements

See Item (c), page 9.

- Industry Certifications

Industry certifications are a part of the curriculum at both the secondary and postsecondary levels. These industry certifications include but are not limited to:

- American Welding Society (AWS)
- Associated General Contractors (AGC)
- Automotive Service Excellence/National Automotive Technician Education Foundation (ASE/NATEF)
- Child Development Associate (CDA)
- Cisco
- Heating, Venting, Air Conditioning (HVAC) Excellence
- Microsoft Office Specialist (MOS)
- National Restaurant Association Education Foundation's (NRAEF) ProStart® and ServSafe™

These certifications at both the program-level and student-level provide some assurances that students are being taught to industry standards and those who receive individual certifications are prepared to enter the workforce with a standard set of skills.

- Missouri Connections

Missouri, Kansas, Nebraska, and South Carolina have partnered in a one-of-a-kind collaborative effort to develop an Internet-based one-stop shop for career planning, development, and management. In Missouri, the Web-based system is called Missouri Connections and integrates the efforts of the Departments of Elementary and Secondary Education; Higher Education; Corrections; and Economic Development.

The states have worked together to find a common goal in a system that reduces duplication of efforts and expense. This unique approach is allowing the four states to collaborate around common objectives and shared technology infrastructure, yet allows for each system to be customized and address solutions at a localized level.

Missouri is using its incentive grant for exceeding the agreed upon performance levels for WIA Title I, the Adult Education and Family Literacy Act and the Carl D. Perkins Vocational and Technical Education Act to pay for the development of the web-based system.

- Missouri Economic and Research Information Center (MERIC)
MERIC is the research division for the Department of Economic Development. The agency provides innovative analyses and assistance to policymakers and the public, including studies of the state's targeted industries and economic development initiatives. Other MERIC research includes Economic Condition Reports, Economic Impact Assessments, and Labor Market Information produced in cooperation with the U.S. Department of Labor.

Missouri educators and students have access to a wide range of data on economic development and workforce trends through MERIC's comprehensive website at http://www.missourieconomy.org/customer/edu_stu.stm.

MERIC will be assisting the Division in identifying high-wage, high-skill and high-demand occupations for years two through six of Perkins IV.

- Regional Career Education Coordinators
The Division of Career Education, through the Missouri Center for Career Education, supports eight regional Career Education Coordinators. The coordinators form a network of professionals focusing on nontraditional career awareness, as well as providing information and expertise in career awareness, exploration, and planning for various audiences using the National Career Clusters Initiative as the basis for their work.

(i) Describe how funds will be used to improve or develop new career and technical education courses:

- i. **At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;**
- ii. **At the postsecondary level that are relevant and challenging; and**
- iii. **That lead to employment in high-skill, high-wage, or high-demand occupations**

Perkins funds will be utilized in a number of ways to assist in improving existing and developing new career and technical education courses/programs:

- Missouri Center for Career Education (MCCE)
MCCE was established on July 1, 2003 by a grant awarded by the Division of Career Education. The Center is located at the University of Central Missouri in Warrensburg within the College of Education, Department of Career and Technology Education.

MCCE provides quality curriculum and research, targeted professional development, and innovative instructional resources to support the career and technical education system in Missouri. MCCE fulfills this mission by:

- Working collaboratively with the Division of Career Education, educational institutions and organizations, and representatives from Missouri's businesses and industries

- Developing and maintaining a well-balanced, organized, and accessible collection of resources reflecting quality standards supporting the curriculum and instruction of career and technical education
- Providing training systems to address the professional development needs of career and technical educators
- Contributing to Missouri's commitment to diversity and gender equity
- Establishing networking links within the state's educational community and effectively and efficiently coordinating statewide educational events
- Offering a well-qualified staff, committed to service and accomplishment

Some of the specific projects conducted by MCCE to date include:

- Development of the Embedded Credit Toolkit
- New Teacher Institute
- Career Education Mentoring Program
- Development of Personal Finance Model Curriculum and Online Assessment
- Developing Career Clusters Toolkit
- Developing Model Programs of Study Implementation Process

- National Initiatives

Missouri is part of several national curriculum initiatives and will continue to provide funds to support the following initiatives:

- Project Lead The Way® (PLTW) [see page 14 for description]
- PLTW Biomedical Sciences Program [see page 14 for description]
- Cisco Networking Academies [see page 15 for description]
- Automotive Youth Educational Systems (AYES) [see page 15 for description]
- High School of Business™

The High School of Business™ experience prepares high school students to excel in a college business program. It is an academy-style program developed by the Marketing Education Resource Center (MarkED) consisting of five or more near-college-level business courses and two pre- and/or co-requisites. This project-based learning environment opens students' minds to solving business problems using the academic skills gained in math, English, and social sciences courses. Education's "new 3 R's" can be used to convey how High School of Business™ will reach and teach students in the 21st Century.

- Rigor – curriculum designed at or near-college-level to challenge, invigorate, and stretch the minds of students
- Relevance – content is based on industry-validated standards addressing current business practices, needs, and trend
- Relationship – program is designed to foster strong, professional relationships with local business leaders, academic faculty, administrators, and a cohort group of business administration student

- VTECS

Missouri is a member of the VTECS consortium. VTECS has a 30-year history of operating as a consortium of states where members pool resources to develop competency-based career and technical education products that are validated by business, industry, and labor. In order to develop these products, VTECS employs a complete occupational analysis system whereby data is collected from incumbent workers for the specified occupational area. VTECS works with numerous federal and state agencies to promote the systematic research, development, and implementation of competency-based career-technical education and training.

- (j) **Describe how the eligible agency will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement.**

The Division of Career Education will disseminate information on best practices to eligible recipients through the annual Missouri Career and Technical Education summer conference, technical assistance visits, e-mail, Web site postings, Missouri Center for Career Education, and the Building Bridges Conference.

- (k) **Describe how funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement.**

Funds will be used for professional development activities that focus on student achievement of both academic and career and technical achievement. These professional development activities will include but not be limited to:

- Developing Programs of Study
- R-Factor Learning
- Algebra Initiative
- Developing Embedded Credit Courses

Further, the following professional development topics were identified as priorities for Perkins IV during a professional development planning meeting held November 11, 2006:

- Using Data to Improve Teaching and Learning
- Instructional Strategies that Meet the Needs of Diverse Students
- Connections with Industry, including working with advisory committees
- Defining Rigor in the Different Disciplines
- Raising Expectations in CTE Courses

- (l) Describe how the eligible agency will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]**

Missouri has two opportunities to measure student academic success; the Missouri Assessment Program (MAP) and the *High Schools That Work (HSTW)* assessment:

- Missouri Assessment Program

In 1997, Missouri began implementing a performance-based assessment system for use by all public schools in the state, as required by the Outstanding Schools Act of 1993. The assessment system, known as the Missouri Assessment Program (MAP), is designed to measure student progress in meeting the Show-Me Standards. The Department worked with teachers, including career and technical education teachers, school administrators, parents, and business professionals, throughout the state to develop the Show-Me Standards, a set of 73 state-adopted rigorous academic performance standards. The State Board of Education adopted the Show-Me Standards in 1996. The standards describe what graduates of the state's public schools must know and be able to do. To achieve proficiency in the Show-Me Standards, students must have a strong foundation of knowledge and skills in basic subject areas and must be able to apply what they know to new situations and real-world problems.

The MAP assessments addressed six content areas: mathematics, communication arts, science, social studies, health/physical education, and fine arts. However, due to budget cuts, the Department suspended the assessments of health/physical education, fine arts, science, and social studies. School districts are required to administer only the communication arts and mathematics assessments, as required by the No Child Left Behind.

The MAP assessments incorporate three types of test questions in order to evaluate student achievement: multiple choice questions, requiring students to select the correct answer; constructed-response items, requiring students to generate an appropriate response; and performance events, requiring students to respond to, solve problems or address issues of a complex nature.

Missouri uses an alternate to the statewide assessment for students whose disabilities are so severe that they cannot participate in the regular MAP testing. The Department developed the MAP-Alternate (MAP-A) to allow the participation of severely disabled students.

The MAP assessments yield data about individual and group academic achievement. The data includes a national percentile rank, achievement levels, and raw scores by content standard/strand. Each level of achievement – Below Basic, Basic, Proficient and Advanced – has accompanying descriptors that articulate the skills associated with that particular level.

The MAP assessments will be used to measure academic attainment of career education students in communication arts/reading and mathematics as required in Perkin IV.

- High Schools That Work (HSTW) Assessment

Thirty-nine high schools and area career centers in Missouri are participating in the *HSTW* network. Missouri is one of 32 states that participate in the *HSTW* network. *HSTW* is an effort-based school improvement initiative founded on the conviction that most students can master rigorous academic and career/technical studies if school leaders and teachers create an environment that motivates students to make the effort to succeed.

A requirement to participate in *HSTW* is to administer the *HSTW* assessment. The NAEP-based achievement tests in reading, mathematics, science, and a survey of student experiences is administered in even years to twelfth grade students.

The *HSTW* links student performance to a set of Key Practices in a way that helps high school leaders, teachers, and communities improve the achievement of academic and career/technical students and identifies seniors who qualify for the *HSTW* Award of Educational Achievement.

Missouri continues to address integration of academic and career and technical education skills through several initiatives.

- R-Factor Learning

MCCE is working on an initiative titled R-Factor Learning. The initiative is designed to support educators in school reform to specifically address rigorous and challenging learning for all students. MCCE utilizes the work of Dr. Willard Daggett, International Center for Leadership in Education, which builds the rigor utilizing Bloom's Taxonomy upper levels of application, analysis, synthesis, and evaluation in lesson design. The study of R-Factor Learning refreshes educator's connection to Bloom's Taxonomy pushing it to the upper levels in designing learning experiences.

R-Factor Learning helps students experience meaningful connections while learning through rigor, relevance, relationships, and responsibilities. It incorporates these factors to push student learning while allowing them to explore and pursue their hopes and dreams of a career and role as an adult.

R-Factor Learning was piloted through the Southeast Regional Professional Development Center for high schools in its consortium school districts. The audience was made up of both individuals and teams. The model is comprised of two sessions separated by 4-6 weeks. This allowed the participants to try some of the strategies, to come back with questions, and to seek reinforcement of the concepts.

Career clusters and the rigor and relevance framework have been used around the state as separate professional development offerings in the past. The more work that has been done with both, the more obvious it became that together they provided a sound foundation to strengthen teaching and learning.

Scenario-based learning is the primary focus for instructional strategies in this model as recommended by the National Career Clusters Initiative. The University of Missouri Medical School has used this model for a number of years with proven success based on national board

exams. This model moves teaching and learning to higher levels of rigor and relevance for student engagement and achievement.

This professional development will be delivered in conjunction with the Regional Professional Development Centers across the state. Practitioners from the field will be selected to form a cadre of trainers with specific training and preparation to deliver the R-Factor Learning workshops. The cadre will consist of teachers, counselors, administrators along with Tech Prep Coordinators and Career Education Coordinators.

- Algebra Initiative

In an effort to help schools provide more students with the skills needed to take rigorous career and technical education courses, the Division of Career Education sponsored the Southern Regional Education Board's (SREB) training module, *Developing a Ninth-Grade Catch-Up Course in Algebra I*. Together, the training prepared mathematics teachers from high schools and middle schools to develop a course for their own school district for those students entering high school not yet prepared to take college preparatory math content. With those skills in hand by the end of the freshman year, students will be able to take more rigorous content throughout their high school experience, including CTE study.

The initial three days of this professional development opportunity were offered at the 2006 Building Bridges Conference. The first two-day call-back session occurred in January 2007. The final two-day call-back session is scheduled for May 2007.

Similar to the SREB offerings which are concentrated into an intensive, week-long experience, the Missouri model teams work together to:

- Examine and modify model standards-based algebra units proven to be successful in engaging students to master the essential standards
- Decide how to adapt the model units for use in their home schools
- Develop a plan for working with teachers in their home schools to use the template as a model instructional plan
- Develop a course syllabus that incorporates the model units and the instructional strategies that help students master critical standards, such as effective study skills and working in teams

Future professional development offerings include similar transitional course development training for incoming ninth graders not prepared for college preparatory English/communication arts and seniors identified that were not prepared to take credit-bearing mathematics upon entering postsecondary education.

- Embedded Credit

See Item (g), Page 18.

- Missouri Student Information System (MOSIS)

The Department began implementing the Missouri Student Information System (MOSIS) in the summer of 2005. The system creates a randomly generated state identification number for

every student receiving services in the public schools. The MOSIS number was used to pre-code students' spring 2007 MAP test booklets. Over 90 percent of Missouri school districts voluntarily participated in the process.

In fall 2006 the Department started moving the current Core Data collection system from an "aggregate" system to a student-level collection system. In June 2007 the Department will pilot the reporting of Core Data at a student level.

The goals of MOSIS are to reduce data burden on local schools and districts, encourage better policy-making by maintaining a cost-effective and reliable method of reporting and accessing accurate and timely educational information, and eliminate the need for manual operations before data can be used. Through the use of the state identifier, MOSIS will provide more accurate data, reduce the time needed for data collection, and allow quicker responses to data requests, including Perkins accountability data.

- 3. Describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that-**
- (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;**
 - (b) Increases the percentage of teachers that meet teacher certification or licensing requirements;**
 - (c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;**
 - (d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;**
 - (e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and**
 - (f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]**

NOT REQUIRED FOR TRANSITION PLAN

4. Describe efforts that the eligible agency and eligible recipients will make to improve—
- (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and
 - (b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]

NOT REQUIRED FOR TRANSITION PLAN

5. Describe efforts that the eligible agency and eligible recipients will make to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]

NOT REQUIRED FOR TRANSITION PLAN

6. Describe how the eligible agency will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]

NOT REQUIRED FOR TRANSITION PLAN

7. Describe efforts that the eligible agency and eligible recipients will make to—
- (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--
 - i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and
 - ii. Career and technical education subjects;
 - (b) Provide students with strong experience in, and understanding of, all aspects of an industry; and
 - (c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

NOT REQUIRED FOR TRANSITION PLAN

8. Describe how the eligible agency will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

The Division of Career Education has three opportunities to evaluate and provide technical assistance to local educational agencies, including career education programs:

1. Missouri School Improvement Program (MSIP)

The Missouri School Improvement Program has the responsibility of reviewing and accrediting the 524 school districts within a 5-year review cycle. The process of accrediting school districts is mandated by state law.

Districts are reviewed on a five-year cycle using three sets of standards which are designed to promote excellence in all Missouri public schools. These standards are resource, process, and performance. The resource standards address the basic requirements that all districts must meet and are quantitative in nature. The process standards address the instructional and administrative processes used in schools. The performance standards include multiple measures of student performance and include academic achievement, reading achievement, ACT achievement, career preparation, and educational persistence.

The final component of the MSIP process is the Comprehensive School Improvement Plan (CSIP) http://www.dese.mo.gov/divimprove/sia/msip/CSIP_Manual.pdf. The written CSIP directs the overall improvement of a district's educational programs and services.

As part of the MSIP process, the Division of Career Education requires all career education programs to complete the *Report for Local Program Quality Improvement* <http://dese.mo.gov/divcareered/msip.htm>. The report serves as a tool for school districts to use for program improvement and planning. Aligned with the *Common Standards for Career Education Programs* http://dese.mo.gov/divcareered/Common_Program_Standards.pdf, the report is used to review local career education programs to determine where exemplary programs and activities exist and where improvements should be made. Findings from the report are used in the district's CSIP for career education program improvement.

2. Perkins Technical Assistance Reviews (TAVs)

Each fiscal year, the Division of Career Education conducts Perkins Technical Assistance Visits. The TAVs are completed for secondary, postsecondary, and Tech Prep programs. The primary purpose of the TAVs is to assess the eligible recipient's compliance with the provisions of the Perkins Act and to offer assistance in all areas of program administration. This is accomplished by reviewing the eligible recipient's financial and accountability records to ensure that the eligible recipients are spending Perkins dollars in an appropriate manner and have an accountability system in place to gather data as it relates to the Perkins core indicators of performance.

Prior to the TAV, the Division sends a letter to the eligible recipient informing them of the date of the visit, the Division staff attending the visit, and a general overview of the visit. The letter also references the *Required Documentation Sheet*. This sheet indicates the required

documentation for the TAV. The eligible recipient is to use this document as a guide for preparing for the TAV.

Two areas of documentation are reviewed during the TAV:

- Accountability Review

The intent is to verify that the Perkins data being reported to the Division of Career Education are consistent with the definitions for participants, concentrators, and completers. The essential skills lists and the methodology the eligible recipient uses to determine mastery are reviewed.

The secondary eligible recipients are required to identify the proficiency credential students earned and the programs of study they completed.

The postsecondary eligible recipients are required to provide the names of the academic assessments they are using and the methodology they use in administering the assessments.

Nontraditional participation/completion data are reviewed to determine if the students reported are consistent with the list of nontraditional programs by CIP code provided by the Division of Career Education.

The eligible recipients are to describe the process used to gather placement data. Students that were not positively placed are to be reported as status unknown, not employed, or not available.

- Financial Review

A finance worksheet is utilized to document the review. This worksheet is divided into the following categories: records management, allowable costs, time and effort reporting, equipment, and miscellaneous. In addition, a finance interview questionnaire is completed with the eligible recipient.

The following documentation is reviewed for the prior two years and the current year:

- Accounting records (financial reports, ledgers, accounts, etc.)
- Requisitions, purchase orders, invoices, etc.
- Monthly time sheets
- Semi-annual time certifications
- Job descriptions
- Inventory records
- Any additional financial information supporting the Perkins grant

At the conclusion of the TAV, an exit conference is conducted with the eligible recipient. During the exit conference, Division staff provides an overview of the visit which consists of the areas that were reviewed and any concerns and/or best practices that were noted.

After returning to the Department, the Division staff compiles the information gathered from the TAV and prepares a final report of the review. The accountability report is comprised of two sections, accountability and financial. In each section of the report, any findings and corrective action necessary are identified. The final report is then sent to the eligible recipient with a cover letter. The letter basically thanks the eligible recipient for their courtesy, restates the purpose of the visit, and references the final report.

To document the TAV for the Perkins grant, the Division of Career Education maintains a central file to keep documentation from the review.

Division staff includes the following documentation in the file for each TAV:

- correspondence with the eligible recipient regarding the TAV
- application, budget, and final expenditure report for the year(s) of the TAV
- accountability data for the year(s) of the TAV
- performance and accountability worksheet
- finance worksheet
- interview questions and responses (accountability and finance)
- notes from TAV
- copies of eligible recipient records that support any findings (if applicable)
- final report
- corrective action plan (if applicable)

If any findings and corrective actions are noted in the Perkins final report, the eligible recipient is required to submit, in writing, a corrective action plan (CAP) that addresses these issues. Therefore, within 45 business days of receipt of the Perkins final report, the eligible recipient must submit a detailed CAP, with timelines and persons involved, indicating the steps to be taken to address the findings and recommendations.

Division staff then reviews the CAP to ensure that the plan is sufficient and that all the findings have been adequately addressed. If acceptable, staff will include the CAP in the central file along with the other documentation for the eligible recipient. If not acceptable, Division staff will contact the eligible recipient for additional information and/or documentation.

Once the anticipated completion date for corrective action has occurred, Division staff will contact the eligible recipient to ensure that the corrective action has been implemented. This follow-up will be handled via a phone call or an e-mail. To verify that the CAP has been completed, the eligible recipient may be required to submit additional documentation to the Division. This documentation would be included in the central file with the other monitoring documentation. If additional documentation is not required, staff will document the follow-up with the eligible recipient and include it in the central file. In addition, during the eligible recipient's next Perkins TAV, the Division will review the findings with the eligible recipient and ensure the necessary corrective action has been properly implemented.

3. High Schools That Work Technical Assistance Visits

Missouri is among 32 states that participate in the *HSTW* network. *HSTW* is an effort-based school improvement initiative founded on the conviction that most students can master rigorous academic and career/technical studies if school leaders and teachers create an environment that motivates students to make the effort to succeed. Currently, Missouri has 39 high schools and/or area career centers that are participating in *HSTW*.

As part of the *HSTW* process, districts that are part of the network must undergo a Technical Assistance Visit (TAV) sometime during their first two full years of operation. The TAV is conducted by a team of professional educators, including Division staff, who are knowledgeable of the *HSTW* primary goals, key practices, and key conditions. The *HSTW* TAV determines the extent to which the school is currently implementing key, research-based practices, and has certain key conditions in place supporting improved student achievement.

Other less formal technical assistance activities include onsite visits by program staff at the request of an individual school district or teacher. Division staff provides updates at professional teacher association meetings and conferences and regional program area meetings. There are also discussion lists on Division-sponsored listservs.

In addition, MCCE will continue to provide professional development and technical assistance around programs of study, embedded credit, R-Factor Learning, career clusters, and nontraditional CTE program participation and completion.

9. Describe how career and technical education in Missouri relates to the State's and region's occupational opportunities. [Sec. 122(c)(16)]

NOT REQUIRED FOR TRANSITION PLAN

10. Describe the methods the eligible agency proposes for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]

NOT REQUIRED FOR TRANSITION PLAN

11. Describe the procedures the eligible agency will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]

NOT REQUIRED FOR TRANSITION PLAN

B. Other Department Requirements

- 1. Provide a copy of the local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.**

See Appendix A for a copy of the Secondary, Postsecondary, and Tech Prep Local Applications.

- 2. Describe the State's governance structure for career and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.**

The State Board of Education is the sole state agency responsible for the administration and supervision of career education programs authorized by the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law (P.L.) 109-270. The State Board of Education has statutory authority to cooperate with the United States Department of Education in the administration of the five-year State Plan for Career Education in Missouri and will not delegate its responsibilities under this law to any other State agency.

According to the Missouri Constitution, "The supervision of instruction in the public schools shall be vested in a state board of education...." (Article IX, section 2(a); 1945). This provision gives the State Board of Education general authority for public education, within limits set by the General Assembly. The State board has the constitutional responsibility to establish policy, supervise instruction in the public schools, and adopt accreditation rules for the operation of Missouri schools (section 161.092, Revised Statutes of Missouri [RSMo]). The State board's duties and responsibilities range from preschool through twelfth grade, secondary career education, postsecondary career education, adult education, veterans' education and training, and vocational rehabilitation.

By law, the State board serves as the state-level governing body for secondary career education programs provided by local school districts, as well as postsecondary career education programs offered by community colleges, a state technical college, and public four-year institutions that are supported, in part, by the State Plan for career education. The State board is responsible for the coordination and development of policy with respect to the career education programs under P.L. 109-270 and for the development of the State Plan.

Within the Department of Elementary and Secondary Education, the Division of Career Education has a major responsibility for secondary, postsecondary, and adult career education in Missouri. Programs and services provided include assistance with program approval, effective practices, technical assistance, funding, and career and technical student organizations. Program content specialists are available in the following areas: Agricultural education; Business, Marketing, and Cooperative education; Family and Consumer Sciences education; Health Sciences education; Technology education; and Trade and Industrial education. Other multi-discipline issues addressed include articulation agreements between schools, cooperative education, entrepreneurship education, gender equity, the Comprehensive Guidance Program, labor market information, program evaluation, regional planning, Tech Prep education, civil rights compliance reviews, and special populations.

The Division of Career Education program content specialists serve as state advisors for the secondary career and technical student organizations, including DECA, FFA, FCCLA, FBLA, TSA, and SkillsUSA. The postsecondary career and technical student organizations are Postsecondary Agriculture Students, Delta Epsilon Chi, Phi Beta Lambda, and SkillsUSA. The adult career and technical student organizations are Missouri Young Farmers/Young Farm Wives Association.

The Division of Career Education is organized into the Career Education unit and the Adult Education and Employment Training unit. The Career Education unit has responsibility for the program content areas, as well as Guidance and Placement Services, Missouri Option Program, *High Schools That Work*, and Special Needs. The Adult Education and Employment Training unit has four sections which link career education with life-long learning experiences, employment-specific training and education opportunities, and other programs associated with the Workforce Investment Act of 1998.

The career education delivery system is Missouri's primary educational system for preparing the state's workforce. Career education programs provide individuals with the technical knowledge and skills needed to prepare for employment in current and emerging fields, to continue their education, or to be retrained for new business and industry practices. The scope of Missouri's career education delivery system included career awareness and self-assessment of interests and skills at the junior and middle school level, occupational skill development at the secondary and postsecondary levels, and customized training for Missouri's business and industry.

The Missouri career education system provides statewide local delivery of services through 12 community college service regions (which in some cases may include multiple community college campuses), 58 area career centers, 1 state technical college, 7 four-year universities offering two-year associate degree programs, and 442 comprehensive high schools. In addition, the system includes two state agencies, the Department of Corrections and the Department of Social Services, Division of Youth Services.

The Missouri career education delivery system provides programs, services, and activities to serve individuals who:

- are in secondary schools,
- are in postsecondary career education programs,
- are adults in need of training or retraining,
- have disadvantaged and/or disabling conditions, and
- are members of other special populations.

In carrying out its responsibilities for the administration of the statewide career education delivery system, the State Board of Education, through its employees, has cooperative arrangements with other agencies of State government. The Division of Career Education cooperates in planning, maintaining, and appraising career education programs with other state agencies, such as the Departments of Higher Education, Economic Development, Social Services, Labor and Industrial Relations, and Corrections.

3. Describe the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.

NOT REQUIRED FOR TRANSITION PLAN

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

- 1. Describe the eligible agency’s strategies for special populations listed in section 3(29) of the Act, including a description of how individuals who are members of the special populations—**
 - (a) Will be provided with equal access to activities assisted under the Act.**
 - (b) Will not be discriminated against on the basis of their status as members of special populations, and**
 - (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]**

Career education programs will be provided in the least restrictive environment in compliance with P.L. 108-446, The Individuals with Disabilities Education Act of 2004 (secondary only), Title II of the Americans with Disabilities Act of 1990, and Section 504 of the rehabilitation Act of 1973. Local recipients will also assure that they are in compliance with Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, and the Age Discrimination Act of 1975.

Section 427 of the General Education Provisions Act (GEPA) requires each eligible recipient to include in its application a description of the steps the applicant proposes to take to ensure equitable access to and participation in, its federally assisted program for students, teachers, and other program beneficiaries. Local recipients must outline, in their application, steps to be taken to overcome any barriers of race, color, national origin, sex, or disability. Individuals who are members of special populations will be provided with equal access to all career education programs that are available to individuals who are not members of special populations including occupationally specific courses of study, cooperative education, apprenticeship programs, comprehensive career guidance, and counseling services.

In addition, all institutions offering career education programs, courses, and services will develop and disseminate nondiscrimination policies, publish names of contact persons within the institution, disseminate grievance policies and publish the location of accessible facilities.

State level career education staff will conduct secondary and postsecondary civil rights compliance on-site reviews to assure compliance with the 1979 Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap. Technical assistance is also provided to both secondary and postsecondary institutions as they develop strategies to assure nondiscrimination in all career education programs.

- 2. Describe how the eligible agency will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]**

NOT REQUIRED FOR TRANSITION PLAN

- 3 Describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]**

NOT REQUIRED FOR TRANSITION PLAN

- 4. Describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]**

NOT REQUIRED FOR TRANSITION PLAN

- 5. Describe how the eligible agency will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at <http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>.**

NOT REQUIRED FOR TRANSITION PLAN

IV. ADMINISTRATION AND EVALUATION

A. Statutory Requirements

- 1. Describe the procedures the eligible agency will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]**

The Division of Career Education will post the proposed measurement definitions and approaches for the core indicators of performance on the Department of Elementary and Secondary Education Web site for input. The Division will use an Internet-based survey to gather input. The Division will notify the following organizations/associations/groups when the proposed measurement definitions and approaches for the core indicators are available for review and solicit input through educational organizations such as Missouri Association of Career and Technical Education, Missouri Community College Association, and Missouri Association of Secondary School Principals. In addition, an announcement will be included in the Commissioner of Education's letter to school administrators asking them for their input.

Division staff met with the community college career and technical education deans in December 2006 to review the Perkins IV legislation with specific discussion on the postsecondary measurement definitions and approaches for the core indicators of performance. There was also discussion around the definition of high-wage, high-demand, and high-skill occupations in Missouri. A statewide accountability committee will be formed to establish the postsecondary measurement definitions and the valid and reliable approaches for the core indicators.

Additional input will be solicited from stakeholders through the normal communication channels and public hearings.

- 2. Describe the procedures the eligible agency will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]**

The state-adjusted levels of performance for academic attainment (communication arts/reading and mathematics) and graduation rates for Perkins IV will align with No Child Left Behind. A statewide secondary accountability committee will be formed to assist in establishing the State's adjusted levels of performance for the secondary core indicators, using valid and reliable approaches. The committee's recommendations will be available for public comment.

Division staff met with the community college career and technical education deans in December 2006 to review the Perkins IV legislation with specific discussion on the postsecondary measures and the definition of high-wage, high-demand, and high-skill occupations in Missouri. Again, a statewide postsecondary accountability committee will be formed to establish the state-adjusted level of performance for the postsecondary core indicators, using valid and reliable approaches for the core indicators. The committee's recommendations will be available for public comment.

Additional input will be solicited from stakeholders through various communication means and public hearings.

- 3. Identify, on the forms in Part C, the valid and reliable measurement definitions and approaches that the eligible agency will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. Describe how the proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]**

See Part C for the student definitions and the measurement definitions and approaches for secondary academic attainment and graduation rates. These are included since Missouri is submitting a one-year transition plan.

Division of Career Education staff have met and continue to meet with the appropriate Department staff regarding how to collect the data for Perkins IV accountability through the Missouri Student Information System (MOSIS), which is being developed by the Department of Elementary and Secondary Education. When fully implemented, MOSIS will help school districts maintain more accurate information and manage student data more efficiently, including the Perkins accountability measures.

- 4. Describe how, in the course of developing core indicators of performance and additional indicators of performance, the eligible agency will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]**

The staff in the Division of Career Education recommends and supports the development of measures, data collection, and reporting through the processes already being used. Additionally, it is the intent of the Division staff to use existing processes to reduce duplication of effort and use consistent and reliable data. Additional input on alignment and duplication will be solicited from stakeholders in the Department of Elementary and Secondary Education as well as through the normal communication methods and public hearings.

- 5. On the forms provided in Part C provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of**

the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(II)]

Since Missouri is submitting a one-year transition plan, only the performance levels for core indicators 1S1, 2S1, and 4S1 are listed in Part C. The States' performance levels are listed as percentages and require the State to continually make progress toward improving the performance of career and technical education students.

Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on "adjusted performance levels" for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

- a. Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students' attainment of "challenging academic content standards" and "student academic achievement standards" that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State's academic assessments (i.e. the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards. Thus, a State's core indicators must include career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.**

It is the State's intent to use the exact information, processes, and reporting used for No Child Left Behind for Perkins accountability through use of MOSIS, as described in A(2) on page 28.

The Division of Career Education agreed that lower standards for career and technical education students would not send the correct message to stakeholders. The consensus at this time is to adopt the Annual Yearly Progress (AYP) cut scores approved by the State Board of Education. For reporting of No Child Left Behind data, the Department of Elementary and Secondary Education makes the following exceptions:

- Thirty is the minimum number of students in a subgroup for reporting purposes
- The required number of students in a subgroup for accountability purposes is thirty

- In order to provide more validity and reliability to decisions about AYP based on subgroups, Missouri will use a cell size of 50 for students who are English Language Learners (ELL) and students with disabilities.

These numbers were chosen following a statistical analysis and have been approved for No Child Left Behind purposes. The same exceptions will be used for Perkins reporting.

To measure attainment of these standards, a State must develop and reach agreement with the Department on “adjusted performance levels,” which constitute the State’s performance targets for a program year. Permissible targets (i.e. “adjusted performance levels”) would be a State’s “annual measurable objectives” (AMOs) from its State’s ESEA accountability workbook. (To ensure that a State’s schools are making “adequate yearly progress” (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State’s academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) instead of its AMOs as discussed below.

- b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level “student graduation rates (as described in section 1111(b)(2)(C)(vi) of the [ESEA]).” Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State’s schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide targets for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.**

It is the intent of the Division of Career Education to use the same information, processes, terminology, and reporting procedures currently used in Missouri for No Child Left Behind purposes. It is our intent to compare graduation rates and develop disaggregated reports comparing Missouri career and technical education and non-career and technical education populations. It is also our intent that the reports will have the same format as used for the Annual Yearly Progress indicators in Missouri. The State Board of Education has approved proficiency standards for communication arts/reading and mathematics through the 2013-2014 school year.

Missouri uses the definition of graduation rate from the National Center for Education Statistics: The quotient of the number of graduates in the current year as of June 13 divided by the sum of the number of graduates in the current year as of June 13 plus the number of twelfth-graders who dropped out in the current year plus the number of eleventh-graders who dropped out in the preceding year plus the number of tenth-graders who dropped out in the second preceding year plus the number of ninth-graders who dropped out in the third preceding year. Students who obtain a GED are counted as dropouts in this calculation.

The State Board of Education established the graduation rate of 85%. Schools will be considered as having met Annual Yearly Progress if they meet or exceed 85% or if they have made improvement toward the standard. The state graduation rates for the last three years are: 2003-04, 85.5%; 2004-05, 85.9%; and 2005-06, 85.7%.

6. Describe the eligible agency's process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i)(II); sec. 122(c)(10)(B)]

It is recognized that eligible recipients can negotiate for adjusted levels of performance if they do not accept the state-adjusted levels of performance. However, for the transition year, the state-adjusted levels of performance will apply to all eligible recipients. This will allow the State and eligible recipients to look at actual performance data for the measures for future years. The state-adjusted levels of performance will then be reviewed and modified if needed. Following the establishment of the state baseline, the eligible recipients will be able to negotiate with the Division of Career Education for adjusted levels of performance. Eligible recipients will be required to formally request a change in performance levels to the Division of Career Education. This request will include a recommended level of performance based on valid and reliable data, as well as a rationale based on logical reasoning. An alignment with the Annual Yearly Progress and Special Education improvement plans will be expected.

7. Describe the objective criteria and methods the eligible agency will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

In the event of unanticipated circumstances, the eligible recipient can apply for a one-year waiver from the core indicators. The waiver or "hold-harmless" provision will be a placeholder and may be extended depending on the nature of the unanticipated circumstances. The waiver will be considered by the Division of Career Education's Administration and Accountability Services section. The criteria for a waiver includes:

- Recipient fell below the agreed upon level of performance
- An unanticipated circumstance that can be documented that would have an impact on performance levels, such as natural disaster, epidemic, serious illness or death of a faculty member
- Local recipient has formally requested a change in performance levels to the Division of Career Education. If more than a one-year waiver is necessary, the State will evaluate the need to renegotiate the agreed upon levels of performance

8. Describe how the eligible agency will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in

tech prep programs, if applicable, and how the eligible agency will ensure that the data reported from local educational agencies and eligible institutions, and the data that are reported to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].

The timeline and format of the disaggregated career and technical education reports will be aligned to the extent possible with the Annual Yearly Progress (AYP) reports published by the Department of Elementary and Secondary Education. Examples of Missouri's Annual Yearly Progress format can be viewed at http://dese.mo.gov/divimprove/assess/AYP_Grid.pdf

The appropriate staff members in the Divisions of Career Education and School Improvement will continue to meet to review the data elements for reliability and validity as they relate to programs, schools, and the state level.

The Division of Career Education continues to move from data collection and reporting for compliance to focus on program improvement.

9. Describe how the eligible agency plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

Individual recipients and consortiums are treated the same regarding the levels of performance. Each school district in a consortium will be required to submit data on the core indicators of performance and may negotiate separately on their levels of performance with their fiscal agent.

10. Describe how the eligible agency will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how the eligible agency is coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]

The Division of Career Education has three opportunities to evaluate and provide technical assistance to local educational agencies, including career education programs.

1. Missouri School Improvement Program (MSIP)

The Missouri School Improvement Program has the responsibility of reviewing and accrediting the 524 school districts within a 5-year review cycle. The process of accrediting school districts is mandated by state law.

Districts are reviewed on a five-year cycle using three sets of standards which are designed to promote excellence in all Missouri public schools. These standards are resource, process, and performance. The resource standards address the basic requirements that all districts must meet and are quantitative in nature. The process standards address the instructional and administrative processes used in schools. The performance standards include multiple measures of student performance and include academic achievement, reading achievement, ACT achievement, career preparation, and educational persistence.

The final component of the MSIP process is the Comprehensive School Improvement Plan (CSIP) http://www.dese.mo.gov/divimprove/sia/msip/CSIP_Manual.pdf. The written CSIP directs the overall improvement of a district's educational programs and services.

As part of the MSIP process, the Division of Career Education requires all career education programs to complete the *Report for Local Program Quality Improvement* <http://dese.mo.gov/divcareered/msip.htm>. The report serves as a tool for school districts to use for program improvement and planning. Aligned with the *Common Standards for Career Education Programs* http://dese.mo.gov/divcareered/Common_Program_Standards.pdf, the report is used to review local career education programs to determine where exemplary programs and activities exist and where improvements should be made. Findings from the report are used in the district's CSIP for career education program improvement.

2. Perkins Technical Assistance Reviews (TAVs)

Each fiscal year, the Division of Career Education conducts Perkins Technical Assistance Visits. The TAVs are completed for secondary, postsecondary, and Tech Prep programs. The primary purpose of the TAVs is to assess the eligible recipient's compliance with the provisions of the Perkins Act and to offer assistance in all areas of program administration. This is accomplished by reviewing the eligible recipient's financial and accountability records to ensure that the eligible recipients are spending Perkins dollars in an appropriate manner and have an accountability system in place to gather data as it relates to the Perkins core indicators of performance.

Prior to the TAV, the Division sends a letter to the eligible recipient informing them of the date of the visit, the Division staff attending the visit, and a general overview of the visit. The letter also references the *Required Documentation Sheet*. This sheet indicates the required documentation for the TAV. The eligible recipient is to use this document as a guide for preparing for the TAV.

Two areas of documentation are reviewed during the TAV:

- Accountability Review

The intent is to verify that the Perkins data being reported to the Division of Career Education are consistent with the definitions for participants, concentrators, and completers. The essential skills lists and the methodology the eligible recipient uses to determine mastery are reviewed.

The secondary eligible recipients are required to identify the proficiency credential students earned and the programs of study they completed.

The postsecondary eligible recipients are required to provide the names of the academic assessments they are using and the methodology they use in administering the assessments.

Nontraditional participation/completion data are reviewed to determine if the students reported are consistent with the list of nontraditional programs by CIP code provided by the Division of Career Education.

The eligible recipients are to describe the process used to gather placement data. Students that were not positively placed are to be reported as status unknown, not employed, or not available.

- Financial Review

A finance worksheet is utilized to document the review. This worksheet is divided into the following categories: records management, allowable costs, time and effort reporting, equipment, and miscellaneous. In addition, a finance interview questionnaire is completed with the eligible recipient.

The following documentation is reviewed for the prior two years and the current year:

- Accounting records (financial reports, ledgers, accounts, etc.)
- Requisitions, purchase orders, invoices, etc.
- Monthly time sheets
- Semi-annual time certifications
- Job descriptions
- Inventory records
- Any additional financial information supporting the Perkins grant

At the conclusion of the TAV, an exit conference is conducted with the eligible recipient. During the exit conference, Division staff provides an overview of the visit which consists of the areas that were reviewed and any concerns and/or best practices that were noted.

After returning to the Department, the Division staff compiles the information gathered from the TAV and prepares a final report of the review. The accountability report is comprised of two sections, accountability and financial. In each section of the report, any findings and corrective action necessary are identified. The final report is then sent to the eligible recipient with a cover letter. The letter basically thanks the eligible recipient for their courtesy, restates the purpose of the visit, and references the final report.

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- accountability data for the year(s) of the TAV
- performance and accountability worksheet

- finance worksheet
- interview questions and responses (accountability and finance)
- notes from TAV
- copies of eligible recipient records that support any findings (if applicable)
- final report
- corrective action plan (if applicable)

If any findings and corrective actions are noted in the Perkins final report, the eligible recipient is required to submit, in writing, a corrective action plan (CAP) that addresses these issues. Therefore, within 45 business days of receipt of the Perkins final report, the eligible recipient must submit a detailed CAP, with timelines and persons involved, indicating the steps to be taken to address the findings and recommendations.

Division staff then reviews the CAP to ensure that the plan is sufficient and that all the findings have been adequately addressed. If acceptable, staff will include the CAP in the central file along with the other documentation for the eligible recipient. If not acceptable, Division staff will contact the eligible recipient for additional information and/or documentation.

Once the anticipated completion date for corrective action has occurred, Division staff will contact the eligible recipient to ensure that the corrective action has been implemented. This follow-up will be handled via a phone call or an e-mail. To verify that the CAP has been completed, the eligible recipient may be required to submit additional documentation to the Division. This documentation would be included in the central file with the other monitoring documentation. If additional documentation is not required, staff will document the follow-up with the eligible recipient and include it in the central file. In addition, during the eligible recipient's next Perkins TAV, the Division will review the findings with the eligible recipient and ensure the necessary corrective action has been properly implemented.

3. High Schools That Work Technical Assistance Visits

Missouri is among 32 states that participate in the *HSTW* network. *HSTW* is an effort-based school improvement initiative founded on the conviction that most students can master rigorous academic and career/technical studies if school leaders and teachers create an environment that motivates students to make the effort to succeed. Currently, Missouri has 39 high schools and/or area career centers that are participating in *HSTW*.

As part of the *HSTW* process, districts that are part of the network must undergo a Technical Assistance Visit (TAV) sometime during their first two full years of operation. The TAV is conducted by a team of professional educators, including Division staff, who are knowledgeable of the *HSTW* primary goals, key practices, and key conditions. The *HSTW* TAV determines the extent to which the school is currently implementing key, research-based practices, and has certain key conditions in place supporting improved student achievement.

Other less formal technical assistance activities include onsite visits by program staff at the request of an individual school district or teacher. Division staff provides updates at

professional teacher association meetings and conferences and regional program area meetings. There are also discussion lists on Division-sponsored listservs.

In addition, MCCE will continue to provide professional development and technical assistance around programs of study, embedded credit, R-Factor Learning, career clusters, and nontraditional CTE program participation and completion.

V. TECH PREP PROGRAMS

A. Statutory Requirements

1. Describe the competitive basis or formula the eligible agency will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]

A formula consisting of three components will be used to distribute the Tech Prep funds. The formula consists of a \$105,000 base amount. The remaining funds will be split 40/60; with total secondary and postsecondary enrollment funded at 40% and postsecondary enrollment funded at 60%. Each consortium's percentage of the total enrollment will be calculated using the 40% funding. In addition, each consortium's percentage of postsecondary enrollment will be calculated using the 60% funding. No enrollment calculation will exceed \$50,000 in each category.

This formula will only be used for the transition year. As more data become available, the formula may be adjusted.

Each Tech Prep consortium will meet the following qualifications:

- Establish a consortium with representation from one or more secondary and one or more postsecondary institutions (including four-year institutions offering baccalaureate degree where appropriate and feasible) or apprenticeship training programs within a service area and assurance that participation by all public secondary schools is highly encouraged
- Submit a one-year plan that describes how the consortium will function and establishes goals, objectives, activities, and timelines for the development of Tech Prep educational services in the various technical education career fields
- Of the participating institutions, designate a fiscal agent for the consortium and an individual responsible for the coordination and administration of the Tech Prep program

2. Describe how the eligible agency will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)]

NOT REQUIRED FOR TRANSITION PLAN

3. Describe how the eligible agency will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]

NOT REQUIRED FOR TRANSITION PLAN

4. Describe how the eligible agency will ensure that each funded tech prep program—
 - (a) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;
 - (b) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;
 - (c) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;
 - (d) Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F) of the Act.
 - (e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;
 - (f) Provides equal access to the full range of technical preparation programs (including preapprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];
 - (g) Provides for preparatory services that assist participants in tech-prep programs [Sec. 203(c)(7)]; and
 - (h) Coordinates with activities under Title I. [Sec. 203(c)(8)]

NOT REQUIRED FOR TRANSITION PLAN

5. Describe how the State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

NOT REQUIRED FOR TRANSITION PLAN

B. Other Department Requirements

1. Submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.

See Appendix A for the Secondary, Postsecondary, and Tech Prep Local Applications.

2. *There was no B(2) item in the Guidelines for the submission of State Plans for states to respond.*

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

- 1. Describe how the eligible agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(a) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]**

As required by the Act per section 112 (a)(1), 85% of the basic grant will be available under the provisions of Title I. The Department will distribute 72% of the 85% to secondary eligible recipients and 28% of the 85% to postsecondary eligible recipients.

Federal funds for career education are expended for secondary and postsecondary career education in Missouri. Excluding the large adult student enrollment, which does not receive Perkins funding, the career education student enrollment rates for secondary and postsecondary students indicates a 72/28 ratio over the past six years.

Enrollment

Year	Secondary	Postsecondary	Total
2005-06	157,538 (74%)	56,375 (26%)	213,913 (100%)
2004-05	151,891 (72%)	59,470 (28%)	211,361 (100%)
2003-04	149,353 (72%)	57,991 (28%)	207,344 (100%)
2002-03	152,888 (71%)	61,932 (29%)	214,820 (100%)
2001-02	139,553 (69%)	62,701 (31%)	202,254 (100%)
2000-01	<u>137,352</u> (71%)	<u>54,966</u> (29%)	<u>192,318</u> (100%)
	888,575 (72%)	353,435 (28%)	1,242,010 (100%)

The funding distribution percentage will be reviewed each fiscal year, and if necessary, the Department will change the percentages to reflect the current enrollment rates.

- 2. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Sec. 131(g); Sec. 202(c)]**

According to section 131(a) of the Act, the distribution of funds to secondary school programs will be based on the following:

- 30% based on the number of individuals ages 5 through 17 who reside in the school district served by the local educational agency (\$3,949,475-estimated)

- 70% based on the number of individuals ages 5 through 17 who reside in the school district served by the local educational agency and are from families below the poverty level (\$9,215,441-estimated)

All secondary funds will be allocated to either area career centers or comprehensive high schools.

3. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [section 122(c)(6)(A); Sec. 202(c)]

According to section 132(a) of the Act, the distribution of funds to postsecondary institutions will be based on the following:

- The number of individuals who are Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in an approved career education program of study (\$5,119,689-estimated)

All postsecondary funds will be allocated to either postsecondary institutions or area career centers that offer postsecondary programs.

4. Describe how the eligible agency will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]

According to section 131(c) of the Act, in order for a local educational agency to receive an allocation, it must generate a minimum allocation of \$15,000 and have career education programs of sufficient size, scope, and quality to be effective. Per sections 131(f)(1)(C) and 134(b)(6) of the Act, sufficient size, scope, and quality is defined as a full range of Department-approved career education programs, services, and activities provided by an eligible recipient that would provide training opportunities in four of the seven career education program areas:

- Agricultural education
- Business education
- Industrial education
- Health Sciences education
- Marketing and Cooperative education
- Family and Consumer Sciences
 - Occupational education
 - Family Focused education
- Supportive services that include student assessment, guidance, placement, and remedial academic support for all students, including members of special populations who are enrolled in career education provided by the eligible recipient.

A local educational agency may form a consortium with another local educational agency in order to meet the required minimum \$15,000 allocation amount, collectively; however, the criterion of size,

scope, and quality must also be met, collectively. If a local educational agency does not meet the above-mentioned criteria and decides not to enter into a consortium, the allocation will remain at the state level and be reallocated to those local educational agencies which meet these requirements. Per section 131(f)(2) of the Act, funds allocated to a consortium shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

5. Describe how the eligible agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocations. [section 122(c)(6)(B); sec. 202(c)]

According to sections 132(a)(3)(A) and 132(c)(1) of the Act, in order for a local educational agency to receive an allocation, it must generate a minimum allocation of \$50,000 and have career education programs of sufficient size, scope, and quality to be effective. Per sections 132(a)(3)(A) and 134(b)(6) of the Act, sufficient size, scope, and quality is defined as a full range of Department-approved career education programs, services, and activities provided by an eligible recipient that would provide training opportunities in four of the seven career education program areas:

- Agricultural education
- Business education
- Industrial education
- Health Sciences education
- Marketing and Cooperative education
- Family and Consumer Sciences
 - Occupational education
 - Family Focused education
- Supportive services that include student assessment, guidance, placement, and remedial academic support for all students, including members of special populations who are enrolled in career education provided by the eligible recipient.

Per section 132(a)(3)(A) of the Act, a local educational agency may form a consortium with other local educational agencies for the purposes of receiving funds under Title I of the Act. Such consortium shall operate joint projects that provide services to all postsecondary institutions participating in the consortium and are of sufficient size, scope, and quality to be effective. According to section 132(a)(3)(B) of the Act, funds allocated to a consortium shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and shall be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

6. Describe how the eligible agency will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]

Since the implementation of Perkins III, there have been no significant changes in school district boundaries in Missouri. The Department will review this data each fiscal year.

- 7. Provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also, include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.**

The Department will not seek approval for any alternative allocation formula(s).

B. Other Department Requirements

- 1. Submit a detailed project budget, using the forms provided in Part B of this guide.**

See completed Perkins IV Budget Forms, Part B.

- 2. Provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.**

See Appendix B for the consortia allocations.

- 3. Describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.**

Secondary Formula

According to section 131(a) of the Act, the distribution of funds to secondary school programs will be based on the following:

- 30% will be allocated to local educational agencies in proportion to the number of individuals ages 5 through 17, inclusive, who reside in the school district served by the local educational agency for the preceding fiscal year compared to the total number of individuals who reside in the school districts served by all local educational agencies in the State for the preceding fiscal year.
- 70% will be allocated to local educational agencies in proportion to the number of individuals ages 5 through 17, inclusive, who reside in the school district served by the local educational agency and are from families below the poverty level for the preceding fiscal year compared to the total number of individuals who reside in the school districts served by all the local educational agencies in the State for the preceding fiscal year.

The Department will use the data provided to the Secretary by the Bureau of the Census for the purpose of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965.

Postsecondary Formula

According to section 132(a) of the Act, the distribution of funds to postsecondary institutions will be based on the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs who are enrolled in an approved career education program of study offered by the eligible institution in the preceding fiscal year compared to the total number of these individuals enrolled in these programs within the State for the preceding fiscal year.

4. Describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.

The reserve funds will be allocated only to the secondary eligible recipients with high numbers of career and technical education students. The Division will utilize a formula based on career education student enrollment rates to distribute the reserve funds.

5. Describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

See response to VI(B)(4) above.

6. Include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

According to section 131(c)(2) of the Act, the eligible agency shall waive the minimum allocation requirement of \$15,000 in any case in which the local educational agency is located in a rural, sparsely populated area and demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part. This waiver request must be in writing, explaining the specific circumstances of the local educational agency and how the utilization of federal funds will be beneficial to the career education programs operated by the local educational agency, and be approved by the Division.

According to section 132(a)(4) of the Act, the eligible agency may waive the allocation requirement to provide services to all postsecondary institutions participating in the consortium in any case in which the eligible institution is located in a rural, sparsely populated area. This waiver request must be in writing, explaining the specific circumstances of the eligible institution and how the utilization of federal funds will be beneficial to the career education programs operated by the eligible institution, and be approved by the Division.

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

1. **Provide a written and signed certification that—**
 - (a) **The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)]**
 - (b) **The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]**
 - (c) **The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]**
 - (d) **All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]**
 - (e) **A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]**
 - (f) **The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]**
 - (g) **The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]**
 - (h) **The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]**

In carrying out the administrative responsibilities identified in the Act, the Department of Elementary and Secondary Education provides the certifications listed above:

B. Other Assurances

1. **Submit a copy of the State plan to the State office responsible for the Intergovernmental Review Process if your State implements that review process under Executive Order 12372. [See 34 CFR Part 79]**

Missouri submitted its State Plan to the Office of Administration for the Intergovernmental Review Process pursuant to Executive Order 12372. See Appendix C for a copy of the letter showing compliance of this requirement.

2. **Provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; [See 34 CFR Part 82. To download ED Form 80-0013, and the SF LLL Form (Disclosure of Lobbying Activities) referred therein, See: <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>]**

The signed Certification Regarding Lobbying is included in Appendix D.

3. **Provide a complete and signed Assurance for Non-Construction Programs Form. [See <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>]**

The signed Assurances for Non-Construction Programs form is included in Appendix E.

- 4. Provide a signed assurance that the eligible agency will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]**

The Department will comply with the requirements of the Act and the provisions of the State Plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs.

- 5. Provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]**

The Department will not expend any funds made available under the Act to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity or any affiliate of such an organization.

- 6. Provide a signed assurance that the State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [section 131(c)(2)]**

The Department will waive the minimum allocation as required in section 131(c)(1) of the Act in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act.

- 7. Provide a signed assurance that the State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]**

The Department will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under the Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year.

- 8. Provide a signed assurance that the State and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]**

The Department and eligible recipients that use funds made available under the Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient.

- 9. Provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]**

Except as prohibited by State or local law, the eligible recipient may, upon written request, use funds made available under the Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient.

- 10. Provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]**

The eligible recipients that receive an allotment under the Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools.

Additional Assurances:

1. The Department and eligible recipients will not use funds made available under the Act to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students.
2. The Department will meet the maintenance of fiscal effort requirements on either a per student or aggregate expenditure basis.
3. The Department and eligible recipients will not use funds made available under the Act to require any secondary school student to choose or pursue a specific career path or major.
4. The Department and eligible recipients will not use funds made available under the Act to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
5. The Department and eligible recipients will use funds made available under the Act in accordance with the Act.
6. The Department and eligible recipients will use funds made available under the Act to supplement, not supplant, non-Federal funds expended to carry out career and technical education activities and Tech Prep program activities.
7. The Department and eligible recipients will not use funds made available under the Act for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered.
8. The portion of any student financial assistance received under the Act that is made available for attendance costs shall not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds.
9. Eligible recipients may use funds made available under the Act to pay for the costs of career and technical education services required in an individualized education program developed pursuant to section 614(d) of the Individuals with Disabilities Education Act and services necessary to meet the requirements of Section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education.

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	<u>\$23,901,445</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ <u> 0</u>
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	<u>\$23,901,445</u>
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x ____%</i>)	<u>\$20,316,228</u>
1. Reserve (<i>not more than 10% of Line D</i>)	<u>\$ 2,031,623</u>
a. Secondary Programs (<u>10%</u> of <i>Line D</i>)	<u>\$ 2,031,623</u>
b. Postsecondary Programs (<u>0%</u> of <i>Line D</i>)	<u>\$ 0</u>
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	<u>\$18,284,605</u>
a. Secondary Programs (<u>72%</u> of <i>Line D.2</i>)	<u>\$13,164,916</u>
b. Postsecondary Programs (<u>28%</u> of <i>Line D.2</i>)	<u>\$ 5,119,689</u>
E. State Leadership (not more than 10%) (<i>Line C x 10%</i>)	<u>\$ 2,390,145</u>
1. Nontraditional Training and Employment (<u>\$150,000</u>)	
2. Corrections or Institutions (<u>\$239,281</u>)	
F. State Administration (not more than 5%) (<i>Line C x 5%</i>)	<u>\$ 1,195,072</u>
G. State Match (<i>from non-federal funds</i>) ¹	<u>\$ 1,667,627</u>

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

- A. Total Title II Allocation to the State \$ 2,179,465
- B. Amount of Title II Tech Prep Funds to Be Consolidated
with Title I Funds \$ 0
- C. Amount of Title II Funds to Be Made Available
For Tech-Prep (*Line A less Line B*) \$ 2,179,465
- D. Tech-Prep Funds Earmarked for Consortia \$ 2,049,718
1. Percent for Consortia
(*Line D divided by Line C*) [94%]
2. Number of Consortia 12
3. Method of Distribution (*check one*):
- a. X Formula
- b. Competitive
- E. Tech-Prep Administration \$ 129,747
1. Percent for Administration
(*Line E divided by Line C*) [6%]

PART C: ACCOUNTABILITY FORMS

I. Student Definitions

A. Secondary Level

Participants – A secondary student who has earned one or more credits in any Department-approved career and technical education program area.

Concentrators – A secondary student who has earned three or more units of credit in a sequence in a Department-approved career and technical education program area.

B. Postsecondary/Adult Level

Participants – A postsecondary student who has earned one or more credits in any Department-approved career and technical education program area.

Concentrators – A postsecondary student who completes a minimum of 12 “academic” or career and technical education sequential credits in a Department-approved career and technical education program and terminates in a degree, certificate, or industry-recognized credential.

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who met the proficient or advanced level on the MAP reading/communications arts assessment (Missouri's statewide high school reading/language arts assessment) administered by Missouri under section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the MAP reading/communications arts assessment (ESEA assessment) whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	2005-06 B: 50.95%	L: 51.0% A:	L: 59.2% A:

<p>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</p>	<p>Numerator: Number of CTE concentrators who met the proficient or advanced level on the MAP mathematics assessment (Missouri's statewide high school mathematics assessment) administered by Missouri under section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the MAP mathematics assessment (ESEA assessment) whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p>	<p>State and Local Administrative Records</p>	<p>2005-06 B: 46.93%</p>	<p>L: 45.0% A:</p>	<p>L: 54.1% A:</p>
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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	Numerator: Denominator:		<i>Not required for Transition Plan</i>	<i>Not required for Transition Plan</i>	<i>Not required for Transition Plan</i>
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I- III)	Numerator: Denominator:		<i>Not required for Transition Plan</i>	<i>Not required for Transition Plan</i>	<i>Not required for Transition Plan</i>
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	Numerator: Number of CTE concentrators who, in the reporting year, were included in Missouri's computation of its graduation rate as described in section 1111(b)(2)(c)(vi) of the ESEA. Denominator: Number of CTE concentrators who, in the reporting year, were included in Missouri's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to section 1111(b)(2)(c)(vi) of the ESEA.	State and Local Administrative Records	2005-06 B: ≥85%	L: ≥85% A:	L: ≥85% A:
5S1 Secondary Placement 113(b)(2)(A)(v)	Numerator: Denominator:		<i>Not required for Transition Plan</i>	<i>Not required for Transition Plan</i>	<i>Not required for Transition Plan</i>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	Numerator: Denominator:		<i>Not required for Transition Plan</i>	<i>Not required for Transition Plan</i>	<i>Not required for Transition Plan</i>
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	Numerator: Denominator:		<i>Not required for Transition Plan</i>	<i>Not required for Transition Plan</i>	<i>Not required for Transition Plan</i>

III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	Numerator: Denominator:		<i>Not required for Transition Plan</i>	<i>Not required for Transition Plan</i>	<i>Not required for Transition Plan</i>
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	Numerator: Denominator:		<i>Not required for Transition Plan</i>	<i>Not required for Transition Plan</i>	<i>Not required for Transition Plan</i>
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	Numerator: Denominator:		<i>Not required for Transition Plan</i>	<i>Not required for Transition Plan</i>	<i>Not required for Transition Plan</i>
4P1 Student Placement 113(b)(2)(B)(iv)	Numerator: Denominator:		<i>Not required for Transition Plan</i>	<i>Not required for Transition Plan</i>	<i>Not required for Transition Plan</i>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
5P1 Nontraditional Participation 113(b)(2)(B)(v)	Numerator: Denominator:		<i>Not required for Transition Plan</i>	<i>Not required for Transition Plan</i>	<i>Not required for Transition Plan</i>
5P2 Nontraditional Completion 113(b)(2)(B)(v)	Numerator: Denominator:		<i>Not required for Transition Plan</i>	<i>Not required for Transition Plan</i>	<i>Not required for Transition Plan</i>

APPENDICES